

The Emotional and Social Long-term Effects on Pre-service Teachers on the University of Guanajuato in Mexico

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Abstract

The COVID-19 pandemic has significantly altered various facets of daily life, particularly impacting higher education. This study investigates the emotional and teaching long-term effects of the pandemic on pre-service English teachers at the University of Guanajuato. The sudden shift to online teaching and learning imposed numerous challenges, exacerbating stress and anxiety among students while affecting their pedagogical training. This research aims to provide a comprehensive understanding of these impacts by examining the experiences of pre-service teachers during the pandemic. By identifying effective strategies for supporting pre-service teachers in similar crises, this study contributes to the existing literature on teacher education in times of crisis. It offers valuable insights into improving teacher training programs to better prepare future educators for unexpected disruptions. The findings highlight the importance of resilience and adaptability in teacher education, emphasizing the need for robust support systems and innovative teaching practices. This research not only enriches academic knowledge but also provides practical recommendations for enhancing teacher preparation in the face of global challenges.

Keywords: COVID-19, pre-service English teachers, emotional effects, teaching effects, online education, teacher training, University of Guanajuato, resilience, adaptability, educational crisis.

1. Introduction

The COVID-19 pandemic has radically transformed multiple aspects of everyday life, including higher education. In particular, the emotional and pedagogical effects of the pandemic on prospective English teachers have been profound and complex. This study focuses on exploring these impacts on students at the University of Guanajuato, with the goal of better understanding how this global crisis has affected their training and professional development. During the pandemic, pre-service English teachers faced an abrupt transition to online teaching and learning. This change not only altered the way they received their training, but also significantly impacted their emotional well-being. The uncertainties and challenges associated with the pandemic increased levels of stress and anxiety, affecting their ability to adapt to new teaching methodologies and digital platforms (Bao, 2020; Crawford et al., 2020). The relevance of this study lies in its existing potential on teacher education in times of crisis. By examining the emotional and pedagogical experiences of pre-service teachers during the pandemic, this study provides a comprehensive view of the challenges and opportunities that arose. This not only feeds academic knowledge about the impact of the pandemic on education,

but will also offer valuable lessons for improving teacher education in the future (König, Jäger-Biela & Glutsch, 2020; Moorhouse, 2020).

The proposed research is of great importance on both theoretical and practical levels. Through a detailed analysis of the emotional and pedagogical effects of the pandemic on pre-service English teachers, this study aims to provide a solid foundation for future research and improvements in teacher education programs. In doing so, it will contribute significantly to the educational literature and offer practical recommendations to support future educators in contexts of uncertainty and change.

This study is based on the aim of exploring the emotional long term effects on pre-service English teaching during online classes which had to be carried out as a strategy for continuing education during the pandemic by COVID-19. The initial purpose of this research is to analyze what were the negative and positive emotions that pre-service teachers went through and how it impacted their academic and professional development. The research question is formulated with the objective of analyzing these emotions and bringing them to the forefront so that they can take on importance. Therefore, the research question that we obtain according to the premise is:

What are emotional and teaching long term effects on pre-service English Teacher s during the covid-19 pandemic in the University of Guanajuato?

Given the nature of the topic, focused on the collection of information about the experiences of future teachers, the choice was made to apply a qualitative approach that allowed expressions in natural language (Gerring, 2017). Hammersley and Atkinson (1995), as quoted in (1998), *The SAGE Handbook of Applied Social Research Methods*, argue that “research design should be a reflexive process operating through every stage of a project” (p. 24).

The qualitative approach to research offers flexibility and adaptability, allowing for an accurate capture of social interactions, cultural influences and situational contexts. This approach ensures the transparency, validity and reliability of the data collected. In doing so, it enhances the credibility of research within the qualitative paradigm, facilitating effective and meaningful data collection.

On its part, according to Cotty (1998), as cited in Qutoshi (2018), phenomena are conceptualized as manifestations in the form of the lived world, made up of subjectively interconnected experiences.

The phenomenological method was used since it was considered adequate to be able to go deeper into the experiences of the participants of the study. This method also allows us to clarify the purpose of the research in a natural and coherent way. The flexibility inherent in phenomenology aligns directly with the different nature of the experiences we seek to understand. Furthermore, the choice of this method is based not only on its adaptability, but also on its ability to provide detailed and reliable results, allowing for a nuanced understanding of the subjective experiences of the participants.

According to Qutoshi (2018), this method allows us to delve into the phenomenal manifestation of events as they occur in the lived world, offering a rich and contextualized understanding of subjective experiences. Phenomenology, by focusing on the essence of experiences, allows for detailed investigation and, at the same time, the possibility of drawing meaningful conclusions in a clear and coherent way

2.1 Open-ended interview

According to Züll (2016), the use of open-ended questions in studies can motivate respondents they feel freer to share their opinions as opposed to using closed-ended questions that limit them. Therefore, interviews with open-ended questions give us the opportunity in this study to be more descriptive and specific about the emotions they faced during the online classes because of the pandemic. The interviews were audio-recorded in real time to ensure accuracy in the transcription and subsequent analysis of the data. Subsequently, a macro coding (Appendix 3) of each student's data was performed for evaluation and more specific data collection. This process yielded concise and meaningful results for the study; for macro coding, the data were analyzed at a broader level, identifying general patterns and themes that emerged from the interviews (Appendix 1). This helped to gain an overall understanding of the participants' experiences. On the other hand, micro coding was carried out to classify the responses from the most repeated to the least repeated. This process allowed for a more detailed analysis, identifying the most common responses and variations in the participants' responses. Micro coding helped to provide a concise and detailed response to what was collected in the interviews (Appendix 4)

2.2 Context and participants

Five active students from the University of Guanajuato who are in their seventh semester of the bachelor's degree in English Teaching volunteered to answer questions about the study. They were approached in a transparent manner and provided with detailed information about the objectives, methodology, and potential impacts of the research. In addition, the confidentiality of the information provided by the participants was assured and they were guaranteed their right to withdraw at any time without negative consequences.

These interviews were conducted in person at the facilities of the Language Unit of the University of Guanajuato, located in the city of Guanajuato Capital, where the English teaching career is located. Previously, the volunteer participants were informed about the confidentiality of their data and answers, guaranteeing that they would not run any risk (Appendix 2).

2.3 Data analysis (procedure)

Thematic analysis (TA) is a method for identifying, analyzing and interpreting patterns of meaning ("themes") within qualitative data" (Clarke & Braun, 2017: 1). This approach, integrated into the research, made it possible to identify aspects that could be crucial for the complete development of the study, thus providing a detailed understanding of the results obtained. In addition, thematic analysis has acted as an effective tool for uncovering connections and relationships among the responses, thus contributing to a more holistic understanding of the phenomena explored in the research.

Codes are then typically developed to represent the identified themes and applied or linked to raw data as summary markers for later analysis (Guest, MacQueen & Namey, 2011: 9). The ability to analyze data at both the micro and macro levels has allowed for a comprehensive approach, where both specific details and relevant general themes have been captured. Thematic analysis was chosen for its ability to provide a systematic and flexible approach to identifying patterns of meaning within the qualitative data collected in this study, allowing for a deep and clear understanding of the participants' experiences and perspectives.

3. Literature review

3.1 *COVID-19 pandemic and online classes*

The educational and emotional experience of pre-service teachers during the pandemic has been complex, marked by challenges and opportunities for growth. Research is needed to understand the impact of online classes on students' physical and mental well-being during COVID-19 and to raise awareness (Sharma & Sharma, 2021).

The online classroom modality has taken on unprecedented importance, especially in the context of the COVID-19 pandemic. The flexibility and accessibility inherent in this educational modality allow students to participate from anywhere with internet connection. Social connection platforms and the Internet ecosystem allow the convergence of various elements of learning (such as text, audio and video) in the same communication channel; therefore, they can facilitate the online learning process by making teaching more dynamic, interactive and effective, (Caridà et al., 2021). Online classes themselves assign very marked roles since there is a physical distance and the teacher must become the builder of solid relationships between students in order to make the new modality more bearable (Caridà et al., 2021). In addition, online classes encourage students to adapt to new technologies and digital skills, better preparing them to face the challenges of the modern world and today's job market, some teachers and instructors note that chat groups, video conferencing, voting tools, and document sharing spaces allow them to more effectively and efficiently reach students. They emphasize that they will continue to adopt the online model even in the post-pandemic era (Li, 2022). However, it is important to recognize that this modality also presents challenges and limitations. For example, during the COVID-19 pandemic, many students felt isolated and disconnected. A study by the National Institute of Mental Health (NIMH) highlighted that the COVID-19 pandemic led to increased feelings of isolation and loneliness among students due to prolonged social distancing and remote learning measures (Panchal et al., 2021). Online classes create a sense of community where students can embrace discomfort and share worries with their peers and teachers (Li, 2022).

3.3 *Motivation in online classes*

Tohidi and Jabbari (2012) define motivation as “powering people to achieve high levels of performance and overcoming barriers in order to change” (p. 820). According Tohidi and Jabbari (2012), motivation is “a force which cause people to behavior particularly and according to management point of view, the aim of creating motivation in employees is to have a behavior in which brings the highest benefits for the organization” (p. 820), Although “motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning” (Tohidi & Jabbari, 2012: 823). In another hand, “motivation can influence what we learn, how we learn and when we choose to learn” (Schunk & Usher, 2012, as cited in Hartnett, 2016), maintaining high levels of intrinsic motivation can be challenging due to social distancing and lack of direct interaction with learners, as Martens (2004) as cited in Hartnett (2016). Online learners are often required to be more intrinsically motivated because the learning environment typically relies on intrinsic motivation and the associated characteristics of curiosity and self-regulation to engage learners, during the pandemic and transition to online education, motivation plays a crucial role in the performance and satisfaction of pre-service teachers, motivation has been shown to play an important role in determining whether a student persists in a course, the level of engagement shown, the quality of work produced and the level of achievement attained (Hartnett, 2016).

3.4 Emotions: Stress and anxiety

Emotion is identified as important to student adjustment to the role of online learner (Cleveland-Innes et al., 2007 as cited in Cleveland-Innes & Campbell, 2012). The creative innovation arising from the development of online learning offers a unique opportunity to investigate emotional presence and the learning process (Cleveland-Innes & Campbell, 2012). During the COVID-19 pandemic and the transition to online classes, students' emotions may be particularly exacerbated due to uncertainty, sudden change in routine, and social isolation, and those working in an online modality routinely face changes in emotions due to instructional changes from online teaching or learning (Cleveland-Innes & Campbell, 2012). It is important to recognize both positive and negative emotions, as it depends on the emotion of the students, learning outcomes will be obtained (Baumeister, et al., 2007 as cited in Cleveland-Innes & Campbell, 2012), in general, but especially in relation to online learning environments, it can be assumed that students' acceptance and use of technology are crucial conditions for the emotional experience and quality of the learning process and its outcomes (Stephan, Markus & Gläser-Zikuda, 2019).

The effect of online learning and technology on the physical, mental, emotional and social health of students has been reported to cause impacts on self-esteem, personal perception of worth and the generation of unnecessary stress (Halupa, 2016, as cited in Sharma & Sharma, 2021). The situation generated a number of health-related concerns while causing anxiety among students due to the change in the way of learning from face-to-face to virtual (Qayyum, Latif & Rassool, 2023). According to Qayyum, Laif and Rassool, "anxiety is one of the basic human emotions characterized by feelings of tension, worrisome thoughts, and distress" (2023: 98). During the COVID-19 pandemic, students saw entire semesters of their professional career move to the online medium, leading to numerous concerns, including virtual classroom anxiety, technology-related anxiety, and issues with assessment and grading, among others (Qayyum, Latif & Rassool, 2023). In another study, stress is caused by uncontrolled physical, environmental, and social demands, and can lead to illness if not managed properly. If a person experiences stress, it will affect both their life and that of students, impacting educational progress (Wahyu & Simanullang, 2020). Stress arises due to the existence of stressors (Wahyu & Simanullang, 2020: 155). For this reason, "the mental and physical stress among the students in the current scenario could be prevented by taking preventive measures and controlling the prolonged use of mobile and laptop" (Sharma & Sharma, 2021: 100).

4. Results and findings

This section will present and discuss the findings found experiences of teacher trainees during the COVID-19 pandemic. Long-term emotional and teaching effects will be explored, focusing on issues such as anxiety, stress, motivation, and online teaching effectiveness. These findings offer detailed insights into how the pandemic has impacted teacher training and provide relevant information for improving online classroom management in the future.

4.1 Motivation and engagement impact in online classes during the covid-19 pandemic

For English teachers in training, the change from face-to-face to virtual mode had a negative impact on their motivation and commitment to the career, some English teachers in training express the following:

Was unmotivated because I didn't understand anything about the topics. Extract 2.
Participant 3

I was unmotivated because I didn't understand nothing about the topics and was difficult to ask for my doubts to the teachers or be oriented by the teachers. Extract 03. Participant 04

In these excerpts, we can see that the lack of physical interaction, the difficulty in understanding the topics, and the abrupt transition from face-to-face to virtual classes have had a significant impact on student motivation and engagement. Therefore, "was unmotivated because I didn't understand anything about the topics," Participant 3), demotivation was present in the online classes as another challenge to cope with ("was difficult to ask for my doubts to the teachers or be oriented by the teachers," Participant 4). This discrepancy could be attributed to, where communication is mainly through digital media, it can be more difficult for students to ask questions and receive the necessary guidance to understand the topics, complicating the academic performance of the teachers in training since there was no specialized help to be able to face the online classes. Another participant in the study added an important factor to his lack of motivation in the online classes, this participant expressed the following through the impact that motivation had during the online classes:

I was expecting face-to-face classes and when the pandemic happens, I feel unmotivated. Extract 4. Participant 5

It was also found that for the lack of motivation to take online classes was that from the beginning the classes were designed to be face-to-face, so the abrupt change of modality was demotivating. Participant 5 in Extract 4, commented that after changing the modality to virtual classes, his motivation was no longer the same and it had a negative impact since he had already had the previous idea that they would be face-to-face classes. The sudden transition to online classes due to the pandemic may have generated uncertainty and demotivation, especially for those pre-service teachers who were accustomed to a more traditional learning style.

Another important finding was that not only did some of the participants feel demotivated, but also the online classes provoked negativity in their environment, such negativity was concentrated in the decrease of motivation and rise of negative emotions such as anxiety and stress, which caused the environment within the virtual classrooms to be unbearable and the student's productivity and performance to decline. one of the participants mentioned the following:

I didn't felt part of the collage environment. Extract 1. Participant 2

This excerpt indicates that the lack of connection may have contributed to a decrease in motivation (as mentioned in Participant 2) "I didn't felt part of the collage environment"), as the sense of belonging and community experienced in a face-to-face environment may not be as strong in a virtual environment. Virtual and face-to-face academic experiences are of course not the same, so the environment varies and, in this case, often affects the emotions of teachers in training in a negative way, feeling disoriented and believing that they have no help to move forward after adversity.

In general, the results highlight that the lack of motivation was significant when facing the online classes, it was presented suddenly and not having a solid experience with the virtual modality, it hindered the perspective and performance of teachers in training, so this factor had much to do in the academic performance since it was not only the lack of motivation that could be felt, but also the support that was missing thanks to the transition from face-to-face to virtual classes.

4.2 Anxiety and stress levels

Emotional levels related to anxiety and stress were also an important reason why going through the online classes for the teacher trainees was complicated. According to the pre-service English teachers, they also experienced significant levels of anxiety and stress in coping with the online classes:

I think a hate online class a felt like anxious and stressful. Extract 6. Participant 5

I went through a very negative feeling; I could say that anxiety and stress were very high during this situation. Extract 7. Participant 2

I think between 8 to 9 because I was get used to the traditional modality. Extract 8. Participant 3

These excerpts show the real emotions that the preservice English teacher faced during online classes due to the Covid-19 pandemic (“anxiety and stress were present at elevated levels,” Participant 3; and they even came to “hate online classes” due to anxiety and stress, Participant 5). These extracts reveal negative emotions during online classes due to the pandemic. The pre-service teachers’ testimonies clearly reflect the emotional challenges they faced during online classes. Feeling anxious and stressed was a common experience, and this may be attributed in part to the sudden transition from a traditional to an online learning environment. In addition, their feeling may have been exacerbated by unfamiliarity with the online modality and uncertainty about how to adapt to this new environment, another possible explanation for this is that negative perception may have further contributed to their anxiety and stress levels, as a negative attitude toward a situation may increase the perception of difficulty in coping with it.

Moving to another point, there was one participant who felt levels of anxiety and stress very different from the results previously obtained this participant express the following according to the interview question:

Well, I would say that stress and anxiety levels were regular. Extract 5. Participant 1.

This extract is interesting since it allows us to reframe the perception of how bad online classes could have been. Participant 1 indicates that his anxiety and stress levels were regular, so there was no presence of shocking emotions that could have hindered the teachers’ training. However, although the emotions were regular in this case, it can be defined more concretely that anxiety and stress were very important during this phase of the teacher trainees since they were emotions that were present in a large group of pre-service teachers.

During the pandemic, pre-service teachers experienced significant levels of anxiety and stress when facing online classes. These emotions impacted their academic process and development, as they hindered their ability to concentrate and perform at their best. However, these experiences also allowed them to identify and learn to better manage stress and anxiety, which has been helpful in coping with online classes.

4.3 Online classes long terms effects on teaching

The COVID-19 pandemic has had an unprecedented impact on education, forcing a rapid shift to online learning around the world. This sudden shift has created several challenges for pre-service teachers, but it has also provided opportunities for growth and the development of new skills, a participant said:

Of course, the use or digitals resources; I think is a thing that now everyone knows how to use. Extract 9. Participant 1

What is surprising is that the experience of the pandemic in the professional training of teachers was positive and useful. The participant 1 in extract 9 forcefully clarifies that it

increased their knowledge and management of virtual tools, indicating that online teaching has led to greater familiarity and competence in the use of digital tools, which can be beneficial for future teaching.

Another important finding was that with online classes we can confirm that teachers in training will be able to have more knowledgeable in different areas of their learning about teaching, one participant mentions in the following statement that:

Covid pandemic realize me that we have a lot of sources that I can face to challenge such a learn autonomously, learn in online environment. Extract 10, participant 4

In autonomous learning, therefore it also made its presence felt when going through the classrooms and line by pandemic. This aspect could be considered important since it would facilitate the professional performance of teachers in training, in addition to the fact that autonomous learning is a fundamental aspect for a teacher to have a better development and be a better facilitator in their classes.

From a slightly different perspective but with the same results another participants express an interesting perspective about the knowledge that the online classes offered to him, this participant expresses the following:

Well, the pandemic force me the use of news things, as the digital tools. Extract 11, participant 5

In comparison to the other participants who positively stated that they had learned to use digital tools, participant 5 mentioned that the online classes had forced him to use this type of resource. Therefore, this testimony highlights how the pandemic has been a catalyst for the adoption of emerging technologies in teaching, which may lead to greater innovation and effectiveness in teaching in the future.

A general observation from the results suggests that the shift to online classes during the pandemic has helped teachers-in-training acquire digital skills, which will enable them to be more efficient in their future classes and deliver higher quality education. These skills will also benefit the learning of their future students.

4.4 Efficiency and confidence on teaching after online classes

The transition to online classes during the pandemic has had a significant impact on the confidence and effectiveness of prospective English teachers. Adapting to a new teaching environment has required an adjustment in teaching approach and raised doubts about the ability to perform effectively, some participants expressed that:

Confidences as were teacher lower because for the same factors that I now practiced like the voice tone, classroom management I felt insecure about if I will give classes. Extract 12, Participant 2

I was not completely confidence about my teaching, and it had been I difficult get back to be less shy in the classes. Extract 13, Participant 5.

In these excerpts about their teaching efficiency and confidence, participants reflect on how the pandemic and online classes have impacted their confidence as teachers. Participant 2 in extract 12 mentions that, due to the same factors he now practices, such as tone of voice and classroom management, he felt insecure about whether he would be able to teach. This suggests that the transition to online classes has required an adjustment in his teaching approach, leading to doubts about his ability to perform effectively. On the other hand, Participant 5 in extract 13 expresses that he was not completely confident in his teaching and found it difficult to become less

shy in class again. This lack of confidence may have been due to the virtual nature of the classes, where direct interaction and immediate feedback can be more challenging.

In summary, participants have experienced a decrease in their confidence as teachers due to the transition to online classes during the pandemic. This transition has required adjustments in their approach to teaching, which has led to doubts about their ability to perform effectively. The lack of direct interaction and immediate feedback in the virtual environment has also contributed to a sense of insecurity and difficulty regaining confidence in the classroom.

5. Conclusion

In summary, the research examined the long-term emotional and teaching effects on prospective English teachers during the COVID-19 pandemic at the University of Guanajuato. The study sought to understand the implications of this crisis on the training and well-being of student teachers. The results provided detailed insight into the personal and professional repercussions of the pandemic, as well as how stress and anxiety were presented in the teacher trainees, with the objective of identifying areas for improvement and developing effective support strategies for future teachers. These findings will serve as a basis for future research and actions aimed at strengthening student teacher preparation and well-being in times of crisis.

This study on the emotional and teaching effects during the COVID-19 pandemic on prospective English teachers at the University of Guanajuato has the potential to be extrapolated to diverse academic areas. For example, it could be applied in the training of health professionals, where stress and coping circumstances are also prominent. In addition, the study could be relevant to the training of business leaders, as the pandemic has redefined work dynamics and team management. Also, in the field of educational psychology, this study could shed light on how crises affect students' learning and emotional well-being in different contexts. Extending this research to other academic areas would be beneficial because it would provide a more complete understanding of the impacts of the pandemic and allow for the development of more effective support strategies in a variety of educational and professional contexts.

Limitations of the study include its exclusive focus on prospective English teachers at a single university, which restricts the generalizability of the results. In addition, the availability and accessibility of participants during the pandemic may have affected data collection. Future research is suggested that expands the sample to include in-service teachers, students from other disciplines, and different educational institutions. In addition, it would be beneficial to explore how online teaching strategies and emotional support can mitigate the negative effects of the pandemic on education. Longitudinal research could also provide a deeper understanding of the evolution of emotional and teaching effects over the long term.

I found this research intriguing, especially given the lack of focus on students' mental health during the abrupt transition to online learning. It suggests the need to recognize and address how our emotions influence our academic development, particularly in the context of teaching English. Emotions play a critical role in shaping us as individuals and can be a significant obstacle to achieving our educational goals. It is crucial to give them the attention and care they deserve in order to optimize our academic performance and well-being.

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Appendix 1

1-How has the COVID-19 pandemic impacted your motivation and commitment to the LEI to complete your education?

2-What levels of stress and anxiety do you consider when you deal with post online classes? How do you consider that influences your academic performance currently?

3-What strategy did you employ to cope with stress and academic difficulties during the pandemic?

4-How do you feel the lack of social interaction and face-to-face career practice impacted your psychological well-being as a student?

5-What changes have you experienced in your career expectations and career goals due to the pandemic?

6-How important do you consider the teaching of English today, post-pandemic (more? less? why?)?

7-What is your perception of your efficiency and confidence in your ability to teach English post-pandemic?

8- -What would you indicate is your level of satisfaction with the quality of online education offered during the pandemi

9- Post-pandemic, what do you see as your ability to meet challenges and changes in your future teaching career?

Appendix 2

_____, Guanajuato. A ____ de octubre del 2023. Asunto: carta de consentimiento

"The emotional and social long-term effects on Pre-service teachers post-pandemic in Mexico: Strategies for quality improvement in virtual education"

PRESENTE

Yo _____ por la presente, doy mi consentimiento para participar en el estudio titulado "The emotional and social long-term effects on Pre-service teachers post-pandemic in Mexico: Strategies for quality improvement in virtual education", llevado a cabo por Paola Gallardo como parte de La universidad de Guanajuato

El propósito de estudio "The emotional and social long-term effects on Pre-service teachers post-pandemic in Mexico: Strategies for quality improvement in virtual education" es investigar los efectos a largo plazo en la salud emocional y social de futuros docentes en México tras la pandemia, específicamente en el contexto de la educación virtual. La duración estimada de la entrevista es de 10 a 15 minutos ya que abarca nueve preguntas y tiene como único fin recopilar información sobre la experiencia de los estudiantes en la enseñanza de inglés durante las clases virtuales para fines de investigación.

La entrevista se llevará a cabo de manera presencial en las instalaciones del Centro de Idiomas de una universidad en Guanajuato en la Ciudad de Guanajuato Capital. La duración estimada de la entrevista será de diez a quince minutos. Durante la entrevista, se grabará el audio con fines educativos y para la recolección de datos destinados a la investigación "The emotional and social long-term effects on Pre-service teachers post-pandemic in Mexico: Strategies for quality improvement in virtual education."

Es importante destacar que los datos de los entrevistados estarán protegidos en todo momento, y se mantendrá la confidencialidad de la información proporcionada. La participación en esta entrevista es completamente voluntaria, y los entrevistados no corren ningún peligro al participar. El proceso se lleva a cabo con el máximo respeto a la ética y la privacidad de los participantes, y sus datos serán utilizados exclusivamente para los fines de la investigación mencionada.

Los participantes en la entrevista tienen el derecho de retirarse en cualquier momento sin enfrentar penalizaciones ni consecuencias negativas. Su participación es completamente voluntaria, y si en algún momento sienten que desean interrumpir la entrevista, pueden hacerlo sin ningún problema. Su comodidad y elección de participar o no son respetadas en todo momento.

El consentimiento informado es un proceso en el cual se proporciona a los participantes de un estudio información detallada sobre la naturaleza del estudio, sus objetivos, los procedimientos involucrados, los riesgos y beneficios, así como sus derechos como

Appendix 3

Research Technique	Raw Data Extracts Unit of meaning	Code from Data	Interpretation	Data ID
Interviews	1.- yes that has impacted me in a very meaningful way.	impact of covid-19 in online classes	a pesar de que la pandemia en cuanto a la educación era mala, había algo en lo que estaba aprendiendo a pesar de la adversidad de forma que si impacta de forma significativa	JH_1.1
	2.- Well, I would say that stress and anxiety levels were regular, during the online classes stress was very minimal.	REGULAR Stress		JH_1.2
	3.- I always tried to distract myself with interactive things, even if they were only inside my house I kept myself busy and learning to be able to face better the online classes	Autonomous Learning	De forma autónoma seguir aprendiendo para poder tener un mejor performance en las clases en línea	JH_1.3
	4.- I would say that it was pretty moderate	social interaction moderate mood	fue moderado, no hubo mucho problema no tener interacción social pero se resiente más cuando cambia a presencial, ahí se nota la diferencia	JH_1.4
	5.- Now that we had experience the pandemic and the covid it does	YES, the perspective change	nosotros ahora con una visión más amplia sobre la educación es mejor que de cómo las clases en línea	JH_1.5

Appendix 4

CLASSIFICATION

CODE FROM DATA	DATA IDENTIFICATOR
The importance of learn english is the same	JH_ DL CIN <u>BPTZAI</u> STBAN
Were good it but can improve	JH_ DL CIN <u>BPTZAI</u>
loss of social skills	<u>BPTZAI</u> STBAN CIN
YES, the perspective change	JH_ DL <u>BPTZAI</u> STBAN
DIGITAL RESOURCES MAKES THE DIFFERENCE	JH_ CIN STBAN

